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ABSTRACT

The Greater Pittsburgh Literacy Council developed a Volunteer Evaluation System. Its objective was to create a way to gain knowledge of volunteers' skills and place them in appropriate volunteer positions. A five-step system was created to collect information about volunteers at set intervals and pass it along to appropriate staff members. The steps were inquiry/orientation; interview; volunteer training through a workshop; testing of the 12-hour probationary period; and an ongoing review system, with a scheduled review after every 50 hours of instruction. A new tutor data application form was also developed. Space was provided for comments by the volunteers regarding training and the five-step process and observations by the staff of the volunteer's potential. An objective that was not achieved was the provision of a process for staff, volunteer, and student to assess the program's procedures. (Appendixes include the volunteer intake form; an information packet with volunteer job descriptions, workshop schedule, workshop registration form, mission statement, history, and volunteer data form/application; questionnaire; and volunteer data form.) (YLB)

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ED332019

VOLUNTEER EVALUATION SYSTEM

1989-1990

Greater Pittsburgh Literacy Council
100 Sheridan Square, Pittsburgh, Pa. 15206
Executive Director: Donald G. Block
Project Director: Beverly I. Ohemeng

This project was conducted with support from federal funds under Section 353 of the Adult Education Act granted by the Department of Education, Bureau of Vocational and Adult Education, Division of Adult Basic Education, Harrisburg, Pennsylvania 176126-0333

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ABSTRACT

The Greater Pittsburgh Literacy Council developed and tested a Volunteer Evaluation System. This system consisted of five (5) stages:

1. inquiry/orientation
2. interview
3. training
4. probation
5. ongoing review

This report should be of interest to those who select, supervise and place volunteers in adult literacy and adult basic education programs.

INTRODUCTION

Before this project was undertaken we had no interviewing of volunteers. We were having problems with the tutor/student match. Students were dropping out because their goals were not being addressed and the tutor was not willing to listen to the student's needs. We were also finding volunteers placed in tutoring positions when they were better suited for other volunteer positions. Finally, when our area coordinators made the match, more was known about the student than the tutor.

These issues led us to conduct a project to create ways of being more knowledgeable of the skills of our volunteers. This project was not well received by staff at first. As the staff worked with this project, however, the advantages of taking these steps began to outweigh any disadvantages. There were volunteers redirected from tutoring to other volunteer positions. These decisions were made as a direct result of this project and proved immediately to be successful.

Goal I: To provide a five-step system to integrate new volunteers into the program.

Objective Ia: To develop and test an inquiry/orientation stage.

Objective Ib: To develop and test an interview process.

Objective Ic: To continue to provide the training a volunteers needs for their position.

Objective Id: To test the probationary period.

Objective Ie: To develop an ongoing review system.

It was important to make the assimilation of the volunteer into our agency as smooth and successful as possible. It was the staff's intention to put more work into the initial screening of the volunteer. It was felt that it would in the long run be less stressful and time consuming for the staff.

We expected to have this process completely disseminated throughout the agency before the end of the year. This project was not well received by everyone in the early stages. Gradually, more and more staff considered this project necessary.

Goal II: To create a new tutor data application.

> The objective was to provide space on the data application for comments and observations by the volunteers and staff.

As GPLC created and tested the various tutor data applications, we realized we were limiting the potential of the data application. We wanted the data application to assist the staff regardless of the position the volunteer eventually held. We also wanted the form to be beneficial should the volunteer change roles in our organization over time. This often happened.

GPLC wanted to see comments by the volunteer regarding our training and our five-stage process. We wanted the staff that came in contact with the volunteer to have the opportunity to make written observations of the volunteer's potential. The change from a tutor data application to a volunteer data application evolved for us.

Also, this project uncovered a need not previously identified. That need was for the training of staff in interviewing skills. How to inform a volunteer they were not appropriate for our program, or they were not appropriate for tutoring, were the most difficult to address.

As GPLC worked through this project, our initial focus, the volunteer tutors, began to change to represent all volunteer positions.

Our project name was changed from Volunteer Tutor Evaluation System to Volunteer Evaluation System to reflect

this change in focus. Consequently equal value was placed on all volunteer positions. This made it easier to redirect volunteers when the situation called for it. It also increased the number of volunteers in positions we were having difficulty filling.

Goal III: To provide vehicles for staff, volunteer and student to assess the program's procedures.

It is hoped that all parties involved, student, volunteer and staff member, will be able to give input on how the agency can improve and assist more people.

Prior to this project there was no written report giving the student's opinion. As we move toward a more "learner centered" agency, the input of the student is being incorporated into all aspects of the program.

The Greater Pittsburgh Literacy Council has not been pleased with the percentage of students giving input into the program. It is the wish of the staff that students in the program have a greater opportunity to provide feedback. GPLC has never had student evaluations done in written form. This project has set the stage for this to occur.

The pages which follow will outline the experiences we had developing this project. They will show the structure of our agency and how we assimilated the stages into our structure. It is our feeling that this project may assist other agencies in the placement of volunteers.

Each goal is covered in a separate chapter.

Chapter One

Before this project began we did not have procedures for an inquiry/orientation step. There was no interview process taking place. The probationary period existed; however, it was not stressed before the matches were made. Our area coordinator first mentioned this concept of probationary period to the volunteer when the area coordinator made the matches. We did not mention it when the volunteer first called. Since we did not have an interview process, it was not done then, nor did we mention this in our training. Therefore tutor volunteers were not aware of the probationary period. Volunteers assigned to other volunteer positions did not have a probationary period at all.

The training step did exist; however, the training was becoming the place where many non training functions were expected to be done while still doing training. The observing of volunteers, making recommendations, providing an orientation and giving the agency requirements were all covered in training. So much time was being taken by all of these various functions that the tutor workshop training was becoming adversely affected. We were finding that we were not having enough time to cover all the scheduled training material. Likewise, the presenters had much to do preparing for their part, setting up the materials, signing

volunteers in and fielding questions. At some workshop sessions presenters were unable to make observations of the volunteers to pass on to the appropriate staff member. We had to go back to having the training workshops concentrate on training and find some other point to accomplish the screening and evaluation of volunteers. When possible, the presenters still tried to make observation for future staff use. It was critical for the area coordinator to have as much information as possible on the volunteer when they were making the match.

GPLC created the five-stage program in order to pick up information on the volunteers at set intervals and pass along to the appropriate staff member. Also each step would enable the volunteer to obtain whatever information they may need to make a determination that this was what they wanted to do.

At the inquiry/orientation step, our receptionist would provide a quick overview of our program to the volunteer when they called in. The receptionist took the volunteer's name, address and telephone number. (exhibit 1) Based on the volunteer's zip code, the receptionist provided the name of the area coordinator responsible for that volunteer's area. The volunteer was advised, that once he received our information packet, he was to read over it. If he had any questions he was to call the designated area coordinator for further details.

The information packet (exhibit 2) included a mission statement, the agency history, a list of volunteer positions

and their duties, a schedule of upcoming workshop dates, a volunteer data form, a workshop registration form and the name, telephone number and office hours of the appropriate area coordinator. At the end of each day, or no later than the end of each week, the receptionist notifies the area coordinators, giving them the name and telephone numbers of the volunteers who called from their area.

At the interview stage, there were two possible ways interviews were scheduled. First, the area coordinator or his designee, would call these volunteers to see if they had any additional questions, if they were still interested in volunteering, and to schedule a interview. Second, when the volunteer returned the workshop registration form to our main office, the training staff notified the appropriate area coordinator. The area coordinator then contacted the volunteer to set up the interview.

The actual interview process was handled in one of three ways, depending on the area coordinator's schedule. Some of our area coordinators are full-time staff, some are part-time staff . They could conduct the interviews either one-to-one in person, over the telephone, or in small groups of 2 to 3 volunteers. Some of our area coordinators did all of their interviewing personally, others had experienced volunteers in our program to do the interviewing.

The questions we used in the interview (exhibit 3) were revised three times. We are not completely happy with all of the questions, even now. Not all staff members are

satisfied that the questions will trigger the kind of response we are seeking. They also feel some of the questions are awkward to ask. These two issues continue to be a concern. Moving through the process, many staff members expressed their inability to handle certain situations in the interview. GPLC sought training for the staff which would cover interview techniques. The training was facilitated by an outside organization, the Pittsburgh branch of the American Society for Training and Development. This organization assists agencies with employee training. The training covered interviewing techniques.

Once the volunteer had an interview and was selected for tutoring, he was registered in one of our training workshops. We have twelve a year, rotating throughout the communities where we have area coordinators working.

After the volunteer has been trained, they are placed in the volunteer position they like or they have ability and time to do. If the volunteer became a tutor they were matched with a student. This match would be monitored closely for twelve hours of instruction. After the first twelve hours of volunteering or probationary period, the volunteer is asked to comment on the experience so far. A written review of the records on the pair is made. Then the match, if good, continues for 50 hours of instruction before another review is made.

The ongoing review occurs at every new 50 hours of instruction. This is also the time when the student is re-

tested. Since we do assessments on the students after each 50 hours of instruction, it seemed feasible to use these intervals to provide ongoing review for the volunteer tutor. Providing ongoing review for the other volunteer positions has been a challenge. Since the volunteer tutor makes up the largest number of volunteers in our program, we structured an ongoing process. For the other volunteer positions we left the review process to those staff members responsible for the volunteer to handle.

Our experience has suggested to us the importance of understanding the staff's knowledge and ability when developing such a process. If the staff has little or no ability in interviewing, for example, training will need to be provided. If the staff feels uncomfortable doing a step, it will not be done. It is important to help staff see the advantages for the agency and their particular job.

CHAPTER TWO

The data form we were using before this project, was revised several times. We feel the present form has the greatest versatility (exhibit 4, 5, 6,7). By developing and testing the data form, we realized we were minimizing the value of most of the volunteer positions. We had been attaching prestige to the volunteer tutor positions, but changing the data form to be inclusive helped alleviate this problem.

All volunteers fill out the same data form. All volunteers provide references and all volunteers are able to write comments or suggestions they may have.

This data form has gone a long way in assisting the interview and match process.

It has been our experience that having a standardized data sheet for all volunteers to complete is beneficial. As stated earlier, staff had an easier time redirecting a volunteer from one to one tutoring, to another volunteer position. It was virtually impossible to redirect a volunteer from being a tutor to another position prior to this project.

CHAPTER THREE

Trying to provide vehicles for assessing the program's procedures, has been difficult to do during this project.

The structure of our five-step process will provide informal measures for how the programs are going. We wanted to have in place a formal way of measuring how the agency is being accountable from the student, volunteer, and staff point of views.

It is our hope that this vehicle will be developed in the near future.

For now, we are very pleased with the materials that were developed through this project. We are also pleased because this project identified needs we did not realize we had and it has helped us to begin to address those needs.

Staff members, once skeptical, now see the value of interviewing volunteers before they are trained.

It has been our experience that a serious attitude regarding where volunteers are placed and how they are brought into the agency can only strengthen the positive support we give to our students.

APPENDIX

Volunteer Intake form — exhibit 1

Information packet — exhibit 2

volunteer job descriptions, workshop schedule, workshop registration form, mission statement, history and volunteer data form/application.

Questionnaire — exhibit 3

Volunteer data form — exhibits 4,5,6,7

VOLUNTEER INTAKE FORM

Date _____

Name _____ Phone _____

Address _____

CITY AND ZIP _____

Where did you learn about GPLC? _____

Interested in
- ☐ becoming a tutor
- ☐ making a contribution
- ☐ volunteering in other ways

Please send:
- ☐ brochure and fact sheet
- ☐ schedule of workshops

Any questions that we have not answered?

Sent requested materials on _____ (Date)

Comments: _____

Call taken by _____

EXHIBIT 1

OPEN UP
A LIFE

Greater Pittsburgh Literacy Council

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Volunteer Opportunities

There are many ways to participate in the work of the Literacy Council. The following is a brief outline of our agency's volunteer opportunities.

From the Area Office

Administrative Assistant

Learn about the literacy council from the ground up. Assistance is needed in many different phases of office procedures. Two to eight hours monthly. Day or evening. Fifteen locations around Allegheny County.

Interviewer

Interview and administer reading assessment to incoming students. Retest active students at regularly scheduled intervals. Arrange appointments at mutually convenient times and locations. Three hours training. One interview per week (approximately 1 1/2 hours). Daytime or evenings.

Student Book Club Leader

Lead a monthly book club for new adult readers. Three hours monthly.

Public Speaker

Volunteers who have tutored in GPLC's program may join our speakers bureau. We send speakers to community and church groups throughout Allegheny County. Three hours per month.

Public Relations Assistant and Fund Raiser

Spread the word about the great success that adult learners are having with GPLC. Get involved in special events to support our services. Time commitment negotiable.

Training Assistant

Work with our training coordinator assisting at day or evening workshops. Present training material. Provide clerical help. Approximately three hours a week.

Tutoring Opportunities

One-to-one Tutor

Tutor an adult learner in basic reading and writing or math skills. Meet twice weekly for one and one-half hours. Must attend a 12 hour training workshop. Pre-registration required. Use workshop registration form.

EXHIBIT2 (8pages)

Small-group Math Tutor

Tutor a group of three to eight students in basic math. One evening per week (approximately two hours). Must attend the twelve-hour tutor workshop and a three hour workshop in small group methods. (Pre-registration required)

Small-group Reading Tutor

Tutor a group of three to eight students in basic reading and writing skills. Meet twice weekly for 1 1/2 hour sessions. Team tutoring is encouraged.. Must attend the 12-hour training workshop and a three hour workshop in small group methods.(Pre-registration required.)

Substitute Tutor

Serve as a backup for tutors who are ill or on vacation. Flexible schedule. Must attend the 12-hour tutor training workshop.

From Your Home

Telephoner

Contact up to ten tutors on a monthly basis for records, tutor needs, and special information. One to two hours during the last week of the month. Done from the home.

Special Projects Manager

Take charge of a special project or an aspect of a project. Some examples: Organize refreshments for workshops and meetings. Plan special events such as local or agency-wide tutor/student recognition ceremonies. Projects will vary with agency needs.

Other Opportunities

With a staff member's assistance, develop a project or volunteer position based on your interests and talents. Hours negotiable.

Volunteer opportunities vary based on agency needs. To inquire about current openings, please fill in the form below and send it to the Greater Pittsburgh Literacy Council.

Please send me information on the following volunteer opportunity/opportunities:

_____

_____

Name _____

Address _____

Phone: ( ) _____

OPEN UP A LIFE

Greater Pittsburgh Literacy Council

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Job Description for Volunteer Literacy Tutors

Purpose — To teach basic reading, writing, or basic math skills to an English-speaking adult 16 years or older.

Qualifications — No professional experience necessary. High School diploma or GED required. Must provide own transportation to site.

Training — *Preservice:* A twelve-hour workshop emphasizing theory and teaching methods.

Inservice: Quarterly continuing education session.

Hours — Two weekly meetings of at least one and a half hours each.

Worksite — A mutually convenient community location in a public building such as a library, church, community center, or recreation hall.

Responsibilities — Tutors assume responsibility for:

1. Developing a positive student/tutor relationship.
2. Maintaining communication with the Area Coordinator.
3. Submitting a monthly report to Coordinator.

Duration of Commitment — Minimum of six months.

Reports to — Area Coordinator

Check List

1. Please read the enclosed material.
2. Call _____ to arrange a pre-workshop interview to be conducted by telephone or in person.
3. Mail registration fee to Main Office after the interview if you intend to take the tutor training.

Greater Pittsburgh Literacy Council

Tutor Training Schedule

August 1990 to June 1991

Volunteers: Greater Pittsburgh Literacy Council welcomes you to our tutor training courses.

Registrations must be received in the main office before the registration deadline given after each listing below. Once there are 30 paid participants, the workshop will be closed and interested persons will be directed to the next available workshop.

Please Note: Each listing represents a complete tutor training workshop of 12 hours. Choose whichever site is convenient for you. Plan to take all 12 hours at the same location.

To ensure a place in the workshop nearest you, please register early.

All registration fees are non refundable. The $15.00 fee covers training materials and items needed to begin tutoring. The fee is tax-deductible.

Do you have questions about this schedule? Call 661-7323 for more information.

August 1990

East Liberty (evenings)
Greater Pittsburgh Literacy Council office
100 Sheridan Square 4th floor
Pittsburgh, Pa. 15206
August 6,8,13,15, from 6:00-9:00 p.m.
(registration deadline July 25)

September 1990

McKeesport (daytime)
Y.W.C.A.
410 9th Street
McKeesport, Pa. 15132
September 10, from 10:00 a.m. to 4:00 p.m.
September 12, and 14, from 10:00 a.m. to 1:00 p.m.
(registration deadline Sept. 3)

Tutor Training Schedule

October 1990

South Side (evenings)
Brashear Association
2005 Sarah Street
Pittsburgh, Pa. 15203
October 2,4,9,11, from 6:00-9:00 p.m.
(registration deadline Sept. 21)

Rosslyn Farms (evenings)
Community House
Kings Hwy. and Priscilla Lane
Rosslyn Farms, 15106
October 16,18,23,25, from 6:00-9:00 p.m.
(registration deadline Oct. 5)

November-December 1990

Squirrel Hill (evenings)
Carnegie Library, Squirrel Hill Branch
5801 Forbes Avenue
Pittsburgh, Pa. 15217
November 27,29, December 4,6, from 6:00-9:00 p.m.
(registration deadline Nov. 16)

January 1991

East Liberty (daytime)
Greater Pittsburgh Literacy Council office
100 Sheridan Square 4th floor
Pittsburgh, Pa. 15206
January 7,9, from 10:00 a.m. to 5:00 p.m.
(registration deadline Dec. 27)

February 1991

North Hills (evenings)
Shaler School District
Administration Building
1800 Mt. Royal Blvd.
Glenshaw, Pa. 15116
February 19,21,26,28 from 6:00-9:00 p.m.
(registration deadline Feb. 8)

Tutor Training Schedule

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February 1991

Downtown (Saturdays)
Mellon Bank
Two Mellon Bank Center 11th floor
Pittsburgh, Pa. 15258
February 23, March 2 from 9:00 a.m. to 3:30 p.m.
(registration deadline Feb. 14)

March, 1991

Dormont (evenings)
Dormont Presbyterian Church
2865 Espy Avenue
Corners of Potomac and Espy Avenue
Dormont, Pa. 15216
March 11,14,18,21, from 6:00-9:00 p.m.
(registration deadline Feb. 28)

Homewood (daytime)
Bethesda Presbyterian Church
7220 Bennett Street
Pittsburgh, Pa. 15208
March 4,6,11,13, from 11:00 a.m. to 2:45 p.m.
(registration deadline Feb. 21)

April 1991

Homestead (daytime)
Bishop Boyle Center
120 E. 9th Avenue
Homestead, Pa. 15120
April 1,3,15,17, from 10:00 a.m. to 1:45 p.m.
(registration deadline March 21)

East Liberty (evenings)
Greater Pittsburgh Literacy Council office
100 Sheridan Square 4th floor
Pittsburgh, Pa. 15206
April 22,24,29, May 1, 1991 from 6:00-9:00 p.m.
(registration deadline April 11)

Tutor Training Schedule

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May 1991

North Side (evenings)
Carnegie Library, Allegheny Regional branch
Allegheny Square Pittsburgh, Pa. 15212
May 21,23,28,30, from 6:00-9:00 p.m.
(registration deadline May 10)

June 1991

Monroeville (evenings)
Penn State Monroeville Center
4518 Northern Pike
Monroeville, Pa.
June 11,13,18,20 from 6:00-9:00 p.m.
(registration deadline June 3, 1990)

OPEN UP
A LIFE

Greater Pittsburgh Literacy Council
Tutor Registration Form

PLEASE RETURN TO:
100 Sheridan Square
Pittsburgh PA 15206

- ☐ I wish to attend the _____ workshop on _____. Enclosed is my registration fee of $15.00. I understand that this fee is non-refundable. Make checks payable to Greater Pittsburgh Literacy Council. Registration fee must be received by the closing date listed in the workshop schedule.

- ☐ I am unable to attend a workshop at this time, but wish to receive an update on future workshops.

- ☐ I wish to volunteer in a non-tutoring capacity. I can offer these skills:

  _____

- ☐ I am enclosing a tax-deductable contribution for the work of the Council.

Name _____ Daytime Phone _____

Address _____ City_____ State____ Zip_____

OPEN UP A LIFE

Greater Pittsburgh Literacy Council

*

Mission Statement & History

Mission Statement

The misson of Greater Pittsburgh Literacy Council is to teach youth and adults basic reading, writing, and math skills so that they may reach their fullest potential in life and participate productively in their community.

History of the Greater Pittsburgh Literacy Council

In 1965, in Florida, Mary Yardumian heard a speech by Frank Laubach, the well-known literacy educator and author of the Laubach Method. She was inspired to become a literacy tutor and soon afterwards began teaching immigrant workers near her Florida home.

In 1971, after moving to Pittsburgh, she found no volunteer literacy program in Allegheny County or in nearby counties. Mrs. Yardumian then prepared to become a trainer of tutors so she could help new programs get started. Between 1975 and 1980 she trained tutors in every area of western Pennsylvania, enabling programs to be established in at least twelve other counties.

In 1976 Mrs. Yardumian founded Greater Pittsburgh Literacy Council with a group of volunteers from the Pittsburgh area. Since she continued to respond to requests for training from all over the state, GPLC did not grow very rapidly.

By 1982 the demand for tutoring was too great for Mrs. Yardumian and her volunteers to handle. A long-range planning committee recommended that the Council become a non-profit corporation and that it constitute a board of directors.

In August 1982 GPLC was incorporated and moved into an office in the East Liberty branch of the Carnegie Library. The first two staff members were hired in 1984, and the following year the first area site was established on the North Side of the city.

Since that time GPLC has moved twice, each time in response to a growth in services to students. Our present office at 100 Sheridan Square is the result of our first capital campaign and is designed to meet the specific needs of GPLC. The Council's professional staff has grown to twenty-one members. Neighborhood-based programming has continued to develop and today there are fifteen area offices in donated space in libraries, school districts and social service agencies.

GPLC's services have been expanded to include pre-GED instruction; group instruction in reading, math, and spelling; and vocational guidance. In 1990 GPLC's staff will assist volunteers in providing service to 1,300 students whose reading abilities range from zero to eighth grade level.

LITERACY VOLUNTEER DATA FORM/APPLICATION

Date _____ Assigned to _____

Workshop location _____

Volunteer Name _____

Address _____

Home phone _____ Work phone _____ Can we call work? ___

Date of birth _____ Age _____ Sex _____ Race _____

Social Security Number _____

[] Employed [] Retired [] Unemployed [] Student Employer _____

Education - circle highest high school college graduate school

year completed 6 7 8 9 10 11 12 13 14 15 16 17 18 19

Degrees _____

Special skills/interests _____

_____

Fields of volunteer/work/hobby experience _____

_____

Tutoring preferences:

[] male [] female [] non-reader [] advanced [] slow learner [] mentally ill

[] regular tutor [] substitute tutor [] classroom trainer [] teacher's aide

[] other projects

[] Assist Area Coordinator	[] Tutor trainer	[] Publicity
[] Interview students	[] Book Club leader	[] Fundraising
[] Telephone work	[] Speaker's Bureau	[] Office/clerical
[] Driver	[] Family liaison	[]

[] Donate: [] copies [] materials [] refreshments [] space

Available to volunteer:

[] mornings [] afternoons [] evenings

[] Monday [] Tuesday [] Wednesday [] Thursday [] Friday [] Saturday [] Sunday

Neighborhood _____

References - name, address and phone of two people who have known you at least 1 year

1. _____

_____

2. _____

_____

Questionnaire

1. Why do you want to be a literacy volunteer?

2. What do you think a tutor does?

3. Have you ever had to do or not do something for the good of another person or the organization? What did you do and why?

4. Tell me about a situation where you had to follow very specific instructions. How did you do it and how did you feel about it?

5. Describe a project you worked on independently. How did you keep other people informed/involved?

6. Give me an example of a situation in which you were very flexible. How did you adapt to the people or environment?

7. Think of a time when you weren't able to fulfill some responsibility you had. How did you handle this situation?

8. Do you have any personal problems which would interfere with your work as a literacy volunteer?

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EXHIBIT 3

EACH ONE TEACH ONE

GREATER PITTSBURGH LITERACY COUNCIL TD 1/87

DATE _____

NAME _____ _____
First Middle Last Home Telephone

ADDRESS _____
Number and Street City State Zip

_____ _____
Place of Employment Work Telephone

AGE (Circle One--Optional) UNDER 25 26-35 36-45 46-55 56-65 66+

WHAT WAS THE LAST YEAR OF EDUCATION COMPLETED BY YOU? (Circle One)

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 DEGREES _____
(High School) (College) (Grad. School)

OTHER SCHOOLING _____

SPECIAL SKILLS OR INTERESTS _____

FIELDS OF EXPERIENCE (Work? Volunteer?) _____

_____

WHERE DID YOU HEAR ABOUT THE PROGRAM? _____

DO YOU HAVE ACCESS TO A CAR? __YES __NO TO PUBLIC TRANSPORTATION __YES __NO

PREFERRED LOCATION FOR TUTORING _____

PREFERRED TIMES (Circle) Morning Afternoon Evening M T W TH F SA SUN

PLEASE CHECK SPECIALIZED TUTORING PROJECTS IN WHICH YOU CAN PARTICIPATE

___ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES)
___MENTALLY ILL CLIENTS
___MENTALLY RETARDED CLIENTS

PLEASE CHECK IN WHICH OTHER AREAS YOU CAN VOLUNTEER:

___Asst. Area Coordinator
___Interviewing Students
___Conducting Tutor Workshops
___Public Speaking
___Publicity
___Telephoning
___Donation of Photocopies
___Office/Clerical
___Refreshments/Hospitality

OTHER VOLUNTEER AREAS OF INTEREST _____

OFFICE USE ONLY

CERTIFICATION (MONTH/YEAR)

T-L _____ T-E _____
ST-L _____ ST-E _____
MT-L _____ MT-E _____

DATE(S) OF PLACEMENT AND NAME(S) OF STUDENT(S)

_____ _____
_____ _____
_____ _____

EXHIBIT 4

TD 1/89

TUTOR DATA FORM

Date_____ Assigned to: _____

Workshop Location_____

PERSONAL DATA:

1. Name_____

2. Address_____

_____

3. Home Phone_____ Work Phone_____
Can we call work?_____

4. Age _____ 5. Sex_____ 6. Race_____

5. Social Security Number_____

6. Employment: E R UN Employer_____

EDUCATION/EXPERIENCE:

7. Circle the last year of education you completed:
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
(high school) (college) (grad. school)

Degrees:_____

8. Special skills/interests:_____

9. Fields of experience. (work? volunteer?)_____

_____

TUTORING PREFERENCES:

1. Student:___male ___female ___non-reader ___advanced
___slow learner ____mentally ill

2. Tutoring: ____ Regular tutor ____Substitute tutor

3. Neighborhood:_____

4. Times (circle): AM Afternoon PM /M T W Th F S Su

I am interested in the following volunteer opportunities:

___ Assist Area Coordinator
___ Interview Students
___ Speaker's Bureau
___ Donation of Photocopies
___ Refreshments/Hospitality
___ Book Club Leader
___ Telephoning
___ Conduct Tutor Workshops
___ Fund Raising
___ Office/Clerical
___ Publicity
___ Teacher's Aide

Other_____

EXHIBIT 5 (2 pages)

TUTOR DATA FORM

Page 2: Tutor Data Form

REFERENCES: (give name, address, & phone for 2 references):

1_____

_____

2_____

_____

TUTOR COMMENTS:

GPLC COMMENTS (FOR STAFF USE ONLY):

Workshop completed: Date_____

Match Date:_____ Student Name_____

_____ _____

OPEN UP A LIFE.

Greater Pittsburgh Literacy Council

5920 Kirkwood Street
Pittsburgh, PA 15206

(412) 661-7323

Write a paragraph describing what you do for fun, or what you would do if you had time.

TUTOR DATA FORM

Date_____ Assigned to: _____
Workshop Location_____

PERSONAL DATA:

1. Name_____

2. Address_____

_____

3. Home Phone_____ Work Phone_____
4. Age _____ 5. Sex_____ 6. Race_____
5. Social Security Number_____
6. Employment status: E UN Employer_____

EDUCATION/EXPERIENCE:

7. Circle the last year of education you completed:
   6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
   (high school) (college) (grad. school)
   Degrees:_____

8. Special skills/interests:_____

9. Fields of experience. (work? volunteer?)_____
   _____

TUTORING PREFERENCES:

1. Student:___male ___female ___non-reader ___advanced

2. Location:_____

3. Times (circle): AM Afternoon PM /M T W Th F S Su

OTHER PROJECTS/OPPORTUNITIES:

___ Assist Area Coordinator
___ Interview Students
___ Speaker's Bureau
___ Donation of Photocopies
___ Refreshments/Hospitality
___ Telephoning
___ Conduct Tutor Workshops
___ Fund Raising
___ Office/Clerical
___ Publicity

Other volunteer areas of interest_____

REFERENCES: (give name, address, & phone for 2 references):

_____

_____

COMMENTS:

EXHIBIT 6

Greater Pittsburgh Literacy Council

VOLUNTEER APPLICATION FORM

Note: You may choose to leave any item blank, but this information is requested for our funding, and is helpful in placing you. All information is kept confidential.

1. Name _____

2. Address _____

_____ zip code _____

3. Home Phone _____ Work Phone _____
Can we call work? _____

4. Date of Birth _____ 5. Sex ____ 6. Race _____

5. Social Security Number _____

6. ____ Employed ____ Retired ____ Unemployed ____ Student

7. Place of employment _____

8. Circle the last year of education you completed:
6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
(high school) (college) (grad. school)
Degrees: _____

9. Special skills/interests/hobbies _____
_____

10. Fields of Experience (work? volunteer?) _____
_____

VOLUNTEER OPPORTUNITIES:

___ Assist Area Coordinator
___ Interview Students
___ Public Speaking
___ Donation of Photocopies
___ Donating Refreshments
___ Book Club Leader
___ Telephoning
___ Training Volunteer
___ Special Events/Fund Raising
___ Office/Clerical
___ Public Relations
___ Teacher's Aide
___ Tutoring

(If interested in tutoring fill in the following section.)

TUTORING PREFERENCES:

1. Student: ___ no preference ___ male ___ female
___ non reader ___ advanced ___ slow learner
other _____
2. Tutoring: ___ Individual ___ Substitute
___ Small Group ___ Teacher's Aide
3. Neighborhoods: _____

****

AVAILABLE TO VOLUNTEER: [ ] Mornings [ ] Afternoons [ ] Evenings

[ ] Monday [ ] Tuesday [ ] Wednesday [ ] Thursday [ ] Friday
[ ] Saturday [ ] Sunday

EXHIBIT 7

REFERENCES: (Give name, address and phone of two people who have known you at least 1 year.)

1. _____

_____

2. _____

_____

VOLUNTEER COMMENTS:

GPLC COMMENTS (FOR STAFF USE ONLY):

All statements made by me on this application are true and complete to the best of my knowledge. I authorize the Greater Pittsburgh Literacy Council to inquire of my references as to my qualifications as a volunteer.

Signature _____ Date _____

Interviewed by _____ Date _____

WORKSHOP LOCATION _____

Assigned to: _____